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ABSTRACT

One of four packets designed to help day care providers work with handicapped children and their parents, the booklet describes a workshop aimed at stimulating children's language. The workshop centers on the Preschool Group Evaluation Checklist which assesses the following factors in group language experience: role of the adult (verbal interaction, materials, philosophy); role of children (teacher expectations, children's developmental needs); structure of space; structure of time (daily routine, planned transition time); and toys and equipment (imaginative play and age appropriateness). Guidelines are provided about interaction; listening skills (including active listening); expanding, modeling, and asking open ended questions; understanding and assessing the cognitive prerequisites of language; and assessing speech sound production and language use. Among resource materials provided are questions regarding the structure of space, toys, and equipment. A manual developed by the Washington County Preschool Project presents suggestions for activities (including auditory, visual and tactile reception; visual discrimination; and auditory association) to stimulate preschool children's language development. (CL)

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SPECIAL NEEDS CHILDREN in Family Day Care

Stimulating Language

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Developed and distributed by:
Washington County Children's Program Outreach Project
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Special Needs Children in Family Day Care

Introduction

One of our Outreach projects this year has been the development of training materials for family day care programs which serve young children with special needs.

These materials are based on a second year of Outreach training given to family day care providers in rural Washington County, Maine. In the first year, a working relationship was established and some important general training needs were met. This year, our four workshops focused on special needs children. Now, we are looking forward to and planning a third year! The on-going nature of this association has allowed us to be even more effective in "building" rapport, knowledge, and meaningful exchange between our agencies and among providers.

Working in a rural, isolated county with a group of approximately ten busy providers of differing needs and abilities, our only "hold" has been the quality of what we had to offer. Our philosophy is to bring providers together at our workshops - giving them a chance to consider and practice new ideas and methods, as well as share the problems and successes of their jobs. WCCP Outreach advisors, assigned for the year to each provider, are present at these workshops. In-between, advisors make regular visits to the day care homes, working with providers in their own environments. In this way, they find a style appropriate to the individual's family and home, while providing assistance, materials, and information.

This two-fold approach is based on the belief that building confidence and group rapport is paramount. Shared meals at workshops, recognition of accomplishments, time for involvement activities, and regular communication via memos through the mail are some of the means to this end.

From the start, we have had the support of the county director for family day care. We jointly decided on the topic for the first Outreach workshop, and future training was an outgrowth of both this and common concerns expressed by providers. Each of the following workshops may be viewed as an entity in itself, and yet part of a progression based on evolving needs:

1. Screening and Identification
2. Stimulating Language
3. Creating Awareness
4. Communicating With Parents

The four packets, making up Special Needs Children in Family Day Care, may be used as a series or singly and are appropriate for a variety of group situations, in addition to family day care.

Catherine Bell, Product Development Coordinator
Ingrid Chalufour, Outreach Training Coordinator

WCCP Outreach Project
Family Day Care Training

STIMULATING LANGUAGE

Table of Contents

1. Introduction
2. "Preschool Group Evaluation Checklist: Looking at How Language is Encouraged"
3. Role of Adult (Section I of Checklist)

   Resource Materials:

   - Teachers are Models and Facilitators for Speech in Young Children
   - Listening Skills
   - Recognizing and Practicing Active Listening
   - Table of Basic Relations
   - Samples of Modeling, Expanding and Asking Open-Ended Questions
   - Cognitive Prerequisites for Language Learning
   - Checklist for Assessing Speech Sound Production
   - Does the Child Use Language...?
   - Classroom Speaking Situations
   - Do's & Don'ts for Stimulating Normal Language Development
   - A Good Plan Is...

4. Role of Child (Section II of Checklist)
4. Structure of Time (Section IV of Checklist)
6. Structure of Space, Toys, and Equipment (Sections III & V of Checklist)

   Resource Materials:

   - Nurseries - Plus or Minus?
   - Classroom Checklist
   - A Playground Checklist
   - Planning Your Play Equipment

7. Additional Resources:

   - Language Development in Preschoolers
   - Suggested Activities for Lanugage Development
   - Trainer Feedback Sheet

8. Follow-Up

STIMULATING LANGUAGE

Explanation & Evaluation

1. Introduction

In our rural area, language delays in the children we serve are common. Many of these children make rapid progress when placed in a stimulating environment with other children. Based on the WCCP "Preschool Group Evaluation Checklist," this workshop was originally developed to assist any adult working with a group of preschool children look at how the structure of his or her program for children stimulates language. As the workshop was geared more to the "educational" group setting, such as the nursery school, we have adapted it to the family day care home. Unlike our other workshops, this one is done upon request at the day care site, one to one, provider and advisor. Depending on the abilities and needs of the provider, it can be used formally or as a resource.

2. Preschool Group Evaluation Checklist: Looking at How Language is Encouraged

Use the "Preschool Group Evaluation Checklist" as a tool to record observations. Ideally, a trainer should observe a setting for several hours before filling out what she* can of the checklist and interviewing the provider in order to complete it. Once the trainer has assessed the situation in this way, she designs feedback which will be educational to the provider.

In our experience with this checklist, we have found that giving positive feedback may be the most important thing we do. Everyone is receptive to hearing what they do well. In our case, providers often did not know how some of the things they did well were related to language development. We tell the provider what she does well and what the children are gaining from her actions and words. Whatever it is, she will thereafter probably do more of it, and with increased awareness of its benefit to children.

After stressing the positive, we mention the areas in which she might benefit from help. She picks a topic to work on. Using our Resource materials, we discuss with the provider ways in which she can foster language development. Providers do not tend to be as defensive if comments are based on what would benefit a particular child. Hopefully, they will generalize to all children.

The following resources are divided and used in terms of sections on the checklist. There are also training suggestions for each section.

3. Role of Adult (Section I of Checklist)

The adults in a child's life are a key to his or her successful language development. What experiences do they provide? How do they listen, encourage, and talk? What is their "philosophy" of child development?

The section of the "Preschool Group Evaluation Checklist" on materials and activities (I.A.1.) is self-explanatory. Discuss with the provider the importance of some of the things she is not now doing.

*As it was true to our experience, we will refer to trainers and providers as "she."

The following resources (samples) deal with the next section of the checklist, Verbal Interaction (I.A.2.) Use them to discuss with the provider her language and listening skills.

- "Teachers are Models and Facilitators for Speech in Young Children" can be used reflectively or during a morning with kids. Be specific in your observations in order to increase the provider's awareness.

- If you choose to discuss listening skills, "Listening Skills" and "Recognizing & Practicing Active Listening" are included as worksheets to test comprehension. This was an area of need for our group of providers.

- "Table of Basic Relations" and "Samples of Modeling, Expanding and Asking Open-Ended Questions" enable providers to look at ways they can respond to children to help them advance their skills.

- "Cognitive Prerequisites for Language Learning" looks at early cognitive development in relation to language. This is interesting to providers with very young or handicapped children.

- The "Checklist for Assessing Speech Sound Production" is useful when there is concern about articulation. We did not find this to be a serious problem.

- "Does the Child Use Language...?" and "Classroom Speaking Situations" help providers assess children's language use. As a result, they may discover in what areas some children need encouragement.

- "Do's & Don'ts" is a simple list of suggestions for your consideration.

After your discussion, suggest that the provider make a plan using the format of "A Good Plan Is..." Ask what she would like to work on and help her devise a plan that is possible to accomplish in one week. Check with her at the end of the week. If it is completed, help her make a new plan.

4. Role of Children (Section II of Checklist)

Encouraging independence in children encourages language development as well. Children will learn to comprehend your expectations and respond to them. Expecting mature behavior encourages mature language. Using the checklist as a guide, look at how the provider views children. Talk about the developmental needs of children. Encourage the provider to plan new opportunities for the children. Ask her to make a plan that can be easily completed in a week. Check back to see how she progresses. Make another plan.

5. Structure of Time (Section IV of Checklist)

Ask to see the provider's schedule, or have her describe a typical day. Discuss this schedule, basing the conversation on your perceptions of the children's needs. Consider their developmental (language, cognitive, social, emotional, and motor) as well as biological needs (quiet, activity, nourishment). Help the provider make a plan. Contact her in a week to follow-up on it.

6. Structure of Space, Toys, and Equipment (Sections III & IV of Checklist)

> "The typical preschool does not nuture dialogue, whereas other out-of-home settings do. Such 'dialogue inducing' settings are small, quiet rooms, with two or three children in them, and furnished like a home rather than a school. In our own observations, some of the richest conversations took place in the home corner, or in 'dens' which two or three children constructed on their own by, for instance, draping curtains over chairs or planks and crawling into the dark, enclosed space inside. Rich dialogue may require quiet intimate settings, and the preschool seems to specialize in their opposite." (Childwatching at Playgroup & Nursery School by Kathy Sylva, Carolyn Roy, & Marjorie Painter)

Use the above quote to stimulate thought. Do providers have a "dialogue inducing" setting? Are there clearly defined areas for different activities? Is a choice of toys available to the children? These things affect how much time the provider spends giving directions, breaking up fights, or finding new things for the children to do. Space arrangement works when it allows for private or group play, active and quiet play. Within well-planned space, toys are a key to engaging children's attention. Complaints of nothing to do, fights over toys, or short attention spans all reflect on the selection of toys. Point out to providers that their home setting may actually be giving them a "headstart."

Use "Nurseries - Plus or Minus" to help providers consider new ideas. The "Classroom Checklist," "Playground Checklist," and "Planning Your Play Equipment," although developed for school settings, may also give useful ideas. Finally, make a plan with the provider to do something new the next week. Contact her to follow-up on the plan.

7. Additional Resources

These materials were not "built in" to the workshop, but were useful in a variety of ways.

8. Follow-up

Feedback from this workshop can be given in one session or periodically over the year, depending on need. If there are providers with similar needs, it may even be done in groups. From our experience, two techniques have been most useful. First, visiting a home to give advice about a particular child who has a language problem is non-threatening for the provider. Second, providers gain confidence and learn most from positive feedback. Realize that they may not be aware of the many ways in which they are already fostering language.

This checklist may also serve as a detailed needs assessment for planning future workshops. Adapt it and our resources to your training needs and let us know how they work for you.

SAMPLE

Preschool Group Evaluation Checklist:
Looking at How Language is Encouraged

Preschool Group Evaluation Checklist: Looking at How Language is Encouraged

developed by staff of the Washington County Children's Program & their Outreach Project

The Preschool Group Evaluation Checklist was designed as a training tool to improve services to language delayed preschoolers. Although we were originally a home visit program, we became impressed with the amount of progress language delayed children make when they are in a group of preschoolers. This progress is particularly impressive when the teacher is sensitive to the child's needs and his/her own role in meeting those needs.

Evaluators using the checklist should have experience in preschool classrooms and knowledge of child development. We recommend a training session to familiarize evaluators with the form. In our program, we used films of classrooms to practice using our checklist.

This checklist looks at all aspects of a preschool classroom that relate to language development. The evaluator, through observations and interview with the teacher, gathers the necessary information to evaluate the situation.*

We recommend the evaluator 1) observe a complete session, 2) allow time to ask questions to items not observed, and 3) give the teacher feedback.

Feedback should begin with what the teacher is already doing to encourage language development, while suggestions for improvement follow. It may be useful to make these comments in relation to the needs of a particular child.

Finally, if time allows, write the school a report and/or make a follow up visit.

*Although we use the term "teacher," the checklist is useful with any adult who is working with a group of children.

Washington County Children's Program

Preschool Group Evaluation Checklist:
Looking at How Language is Encouraged

Name of Group _____ Town _____

Number of Children _____ Names & Job Titles of Adults:

Ages of Children _____ _____

Date _____ _____

KEY: 1. Needs No Improvement; 2. Acceptable; 3. Needs Improvement;
4. Critical Need for Improvement; 5. Non-Existent

	1	2	3	4	5
I. Role of Adult					
A. Adult stimulates language in children through:					
1. Materials and activities					
a. field trips					
b. pictures					
c. books					
d. circle time with child participation					
e. music					
f. special group projects					
g. joining dramatic play					
COMMENTS:					
2. Verbal interaction					
a. listening					
b. building on child initiated conversation					

	1	2	3	4	5
c. modeling appropriate					
- vocabulary					
- sentence length					
- sentence structure					
d. open-ended questions					
e. verbal reinforcement for language use					
f. appropriate volume					
g. sharing feelings verbally					
h. encouraging children to verbalize feelings					
i. communicating at children's eye level					
j. warm physical contact with children when communicating					

COMMENTS:

B. Adult's philosophy

1. Has written goals for children's language development					
2. Perceives play as important to learning					

COMMENTS:

	1	2	3	4	5
II. Role of Children:					
A. Children have appropriate opportunities to:					
1. Choose activities independently					
2. Settle their own disputes					
3. Initiate conversation					
4. Make believe					
5. Express needs verbally					
6. Assume responsibility for:					
a. clean-up					
b. snack time					
c. dressing					
d. toileting					
e. other:					
7. Listen and observe					
8. Participate in planning activities					
9. Be alone					
COMMENTS:					
III. Structure of Space:					
A. Size of space appropriate to number of children					
B. Variety of activity areas					

	1	2	3	4	5
C. Comfortable (heat, light, floor, etc.)					
D. Outdoor space					
E. Display of toys and equipment					
COMMENTS:					
IV. Structure of Time:					
A. Daily routine					
B. Variety of activities:					
1. Free play					
2. Out-door play					
3. Snack					
4. Quiet time (if appropriate)					
5. Organized group time (story, music, game)					
C. Appropriate closure to activities					
D. Planned transition time					
1. Allow enough time					
2. Prepare children for change					
3. Respect children's need to finish activities later					
4. Adult sees transition as a learning time					
COMMENTS:					

	1	2	3	4	5
V. Toys and Equipment:					
A. Age appropriate					
B. Toys allow for imaginative play:					
1. Dress-up and house					
2. Blocks					
3. Puppets					
4. Playdough					
5. Art materials					
6. Outdoor equipment					
C. Children taught respect for materials					
D. Toys provide variety of choices for children (large and small motor)					
E. Safe equipment					
COMMENTS:					

SAMPLES

Resource Materials for "Role of Adult"

Teachers are Models and Facilitators for speech in young children. Ask yourself the following questions about your interaction with children:

1. Is this a back and forth interaction or a monologue on my part?

2. Who does most of the talking, the child or I?

3. Are my questions open or close-ended?

4. Are my responses specific?

5. Am I telling the child how s/he should think and feel instead of accepting the way s/he does?

6. Do I really listen to children?

7. Is my language production geared to the children's understanding and at the same time expanding on their existing language?

8. Do I finish my sentences or do I leave the children hanging in mid-air?

9. Do I involve children in activities that lend themselves easily to promoting verbal interaction?

10. Is there maximum chance for children to converse with each other?

11. Do I take action to involve children in verbal communications when there is the opportunity?

12. Is my verbal interaction related to the real world and more importantly, to the child's real world?

13. Does the interaction take place in the context of mutual trust and respect?

Listening Skills

Communication Facilitators:

1. Passive Listening
2. Acknowledgement Responses: saying "yes", "um, hum", or nodding.
3. Invitation to talk (i.e. "Do you want to talk about it?")
4. Active Listening: paraphrasing, clarifying, perception checking, reflecting.
5. ATTEND: be on speaker's physical level, look at them, avoid distractions.

Roadblocks to Communication:

1. ORDERING, COMMANDING

   "You must...," "You have to..," "You will...,"

   - Can produce fear or active resistance.
   - Invites "testing."
   - Promotes rebellious behavior, retaliation.

2. WARNING, THREATENING

   "If you don't, then...," "You'd better, or...,"

   - Can produce fear, submissiveness.
   - Invites "testing" of threatened consequences.
   - Can cause resentment, anger, rebellion.

3. MORALIZING, PREACHING

   "You should...," "You ought to...," "It is your responsibility...,"

   - Creates "obligation" or guilt feelings.
   - Can cause child to "dig in" and defend his or her position even more. ("Who says?")
   - Communicates lack of trust in child's sense of responsibility.

4. ADVISING, GIVING SOLUTIONS

   "What I would do is...," "Why don't you...," "Let me suggest...,"

   - Can imply child is not able to solve own problems.
   - Prevents child from thinking through a problem, considering alternative solutions and trying them out for reality.
   - Can cause dependency, or resistance.

5. PERSUADING WITH LOGIC, ARGUING

"Here is why you are wrong...," "The facts are...," "Yes, but...,"

- Provokes defensive position and counter-arguments.
- Often causes child to "turn off" parent, to quit listening.
- Can cause child to feel inferior, inadequate.

6. JUDGING, CRITICIZING, BLAMING

"You are not thinking maturely...," "You are lazy...,"

- Implies incompetency, stupidity, poor judgment.
- Cuts off communication from child over fear of negative judgment or "bawling out."
- Child often accepts judgments as true ("I am bad."); or retaliates ("You're not so great yourself!").

7. PRAISING, AGREEING

"Well, I think you're doing a great job!" "You're right! - that teacher sounds awful!"

- Implies high parental expectations as well as surveillance of child's "toeing the mark."
- Can be seen as patronizing or as a manipulative effort to encourage desired behavior.
- Can cause anxiety when child's perception of self doesn't match parent's praise.

8. NAME-CALLING, RIDICULING, SHAMING

"Crybaby," "Okay, Mr. Smarty..."

- Can cause child to feel unworthy, unloved.
- Can have devastating effect on self-image of child.
- Often provokes verbal retaliation.

9. ANALYZING, DIAGNOSING

"What's wrong with you is...," "You're just tired." "You don't really mean that."

- Can be threatening and frustrating.
- Child can feel either trapped, exposed, or not believed.
- Stops child from communicating for fear of distortion or exposure.

10. REASSURING, SYMPATHIZING

"Don't worry," "You'll feel better," "Oh, cheer up!"

- Causes child to feel misunderstood.
- Evokes strong feelings of hostility. ("That's easy for you to say!")
- Child often picks up parent's message as "It's not alright for you to feel bad."

11. PROBING AND QUESTIONING

"Why...," "Who...," "What did you...," "How..."

- Since answering questions often results in getting subsequent criticisms or solutions, children often learn to reply with non-answers, avoidance, half-truths, or lies.
- Since questions often keep the child in the dark as to what the parent is driving at, the child may become anxious and fearful.
- Child can lose sight of his or her problem while answering questions spawned by the parent's concerns.

12. DIVERTING, SARCASM, WITHDRAWAL

"Let's talk about pleasant things...," "Why don't you try running the world!" Remaining silent; turning away.

- Implies that life's difficulties are to be avoided rather than dealt with.
- Can infer child's problems are unimportant, petty or invalid.
- Stops openness from child when he or she is experiencing a difficulty.

from: P.E.T. - Parent Effectiveness Training Workbook by Dr. Thomas Gordon (pp. 14-15). Copyright© 1976 by Effectiveness Training, Incorporated, 531 Stevens Ave., Solana Beach, CA 92075.

Recognising & Practicing Active Listening

Recognising Active Listening

1. Child: I wish I could get a cold once in a while, like Barbie. She's lucky.

   Parent: a. You feel you're sort of left out.
   b. You like to be sick.
   c. You're envious of Barbie.

2. Child: Yes. She gets to stay out of school and I never do.

   Parent: a. You wish you too could stay out of school more.
   b. You wish she'd go to school more.
   c. You'd like the school to get after her.

3. Child: Yes, I do. I don't like to go to school every day - day after day after day. I get sick of it.

   Parent: a. But you know you should.
   b. But generally you like school.
   c. You really get tired of school.

4. Child: Sometimes I just hate it.

   Parent: a. That's pretty strong language.
   b. It's more than not liking it, sometimes you hate school.
   c. You don't hate it, you "dislike" it.

5. Child: That's right. I hate the homework, I hate the classes, and I hate the teachers.

   Parent: a. You must have received an "F" today! What happened?
   b. You'll never learn with that negative attitude.
   c. You must hate everything about school.

Using Active Listening

6. Your six-year-old daughter takes away your two-year-old son's toy. He comes to you screaming, pointing to his sister.

   Feelings: _____

   A-L Response: _____

7. I hate Tommy. I wish he was never born. You never have any time to spend with me anymore.

   Feelings: _____

   A-L Response: _____

8. Your five-year-old announces: "I don't want to go to school tomorrow because all the kids are getting measles shots."

   Feelings: _____

   A-L Response: _____

from: P.E.T. - Parent Effectiveness Training Workbook by Dr. Thomas Gordon (pp. 18-21). Copyright © 1976 by Effectiveness Training, Incorporated, 531 Stevens Ave., Solana Beach, CA 92075.

Table of Basic Relations

Example of Utterance	Meaning	Relation Expressed
1. "Daddy door."	"Daddy is closing the door."	Actor + Object (person doing something + thing)
2. "Want juice."	"I want some juice."	Action + Object
3. "Mommy open."	"Mommy, open this box."	Actor + Action
4. "Dirty shoe."	"I have a dirty shoe."	Attribute + Object (descriptive quality + thing)
5. "Jessica coat."	"I see Jessica's coat."	Possessor + Possessed
6. "That book."	"That is a book."	Demonstrative + Object
7. "Duck chair."	"The duck is on the chair."	Object + Location
8. "Jump bed."	"I am jumping on the bed."	Action + Location

Table of Expansions

Example: Subject-verb-object utterance: "Boy push car"

Constituent	Expansion	New Utterance
Boy = subject	article + adjective + + noun	the big boy
push = verb	verb + tense auxiliary + verb modal + verb	pushed is pushing can push
car = object	object + prepositional phrase	car in garage

from: Mainstreaming Preschoolers: Children with Speech and Language Impairments, Project Headstart, Dept. of Health, Education and Welfare, Washington, DC 20201.

Samples of
Modeling, Expanding and Asking Open-Ended Questions

Modeling

	Child's Utterance	Adult Response
vocabulary:	"cutter"	"scissors"
	"lawn thing"	_____
	"shooter"	_____
	"sewing thing"	_____
	"stealer"	_____
sentence	"Mama go."	"Mommy is going."
	"Daddy up ladder."	_____
	"Baby drink milk."	_____
	"Him walked."	_____
	"Me want it."	_____
	"Mine is goodest."	_____

Expanding

"Boy"	"Big boy"
"Daddy store"	_____
"My shoe on"	_____
"Josh has his coat"	_____
"Mary is walking"	_____

Asking Open-Ended Questions

closed	open-ended
Where is it?	"What's happening here?"
Is this a shoe?	"Tell me more."
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Check element(s) of adult response:

Child	Adult	Modeling	Expansion	Closed	Open
"Bus go."	"The bus is going."	___	___	___	___
"Ball"	"Red ball"	___	___	___	___
"Tom up tree"	"Tom climbed up the tree"	___	___	___	___
"in box"	"The cat is in the box."	___	___	___	___
"Mama goed"	"Mommy went to the store"	___	___	___	___
"blue chair"	"Let's sit in the blue chair"	___	___	___	___
"This is the goodest"	"This is the best."	___	___	___	___
	"Is this red or blue?"	___	___	___	___
	Tell me all you can about this picture	___	___	___	___

prepared by: Gay Haroutunian, Speech Therapist, WCCP/Outreach

Cognitive Prerequisites for Language Learning

Area to Be Assessed	Behavior in Which the Skill Is Demonstrated	Example
Attending	Turns head or makes an appropriate response to the noises in the environment.	Runs to window at the sound of a siren.
	Turns head or makes an appropriate response to sound of a familiar voice.	Goes to the door upon hearing mama talking outside room.
	Looks at an object placed in front of him or her.	Child's eyes focus on a toy that is placed in front of him or her.
	Turns head or makes an appropriate response to the names of familiar persons.	Moves toward mama when told to find mama.
	Makes eye contact on command with familiar person.	Responds to directions to look at the teacher.
Imitation of Body	Repeats a gross body movement that the child has initiated after it is imitated by another person.	Child bangs hands on table, adult imitates this, and child repeats the action.
	Imitates gross body movements already familiar to the child and which the child can see him- or herself making.	Claps hands.
	Imitates gross body movements already familiar to the child that the child cannot see him- or herself making.	Imitates funny faces, or sticks out tongue and puts hands on head.

Area To Be Assessed	Behavior in Which the Skill Is Demonstrated	Example
Imitation of Body Movements (continued)	Imitates a series of body movements already familiar to the child.	Claps hands and then sticks tongue out.
	Imitates unfamiliar body movements that the child can see him- or herself making.	Bends and straightens fingers.
	Imitates unfamiliar body movements that the child cannot see him- or herself making.	Moves tongue from side to side.
	Imitates unfamiliar and new series of behavior.	Puts hands on head and then turns around.
	Imitates an activity already learned, at some future time.	Feeds a doll, or puts a toy animal to sleep.
Imitation of Vocal Behavior (Repeating sounds and words)	Imitates own sounds.	Says "ga-ga" and repeats.
	Imitates sounds already familiar to the child when started by an adult.	Says "ga-ga" after teacher. (Must be a sound that child has said before. This is easier to do if it is done with some action, like nodding your head while saying the sound.)
	Imitates unfamiliar sounds.	Tries to say new sounds or word.
	Imitates familiar words.	Repeats "ma-ma" or "bye-bye."
	Imitates unfamiliar words.	Repeats new words that the teacher presents.

Area To Be Assessed	Behavior in Which the Skill Is Demonstrated	Example
Object Permanence (Knowing that something still exists when it moves out of view)	Follows the movement of an object with his or her eyes.	Watches a ball roll slowly across the table.
	Looks at the place where a moving object disappeared.	Looks at the teacher's hand when he or she drops a pencil on the floor.
	Looks at the place where an object should reappear after it has been hidden behind something else.	Looks at the left of a book when a toy has been moved behind it from the right.
	Finds a partly hidden object.	Finds a favorite toy when all but one part has been hidden by a cloth.
	Finds an object that is completely hidden.	Finds a favorite toy when it is covered by a cloth.
	Finds an object when it is hidden over and over again under one of two cloths.	Finds a favorite toy when it is hidden several times under a cloth at the child's right.
	Finds an object when it has first been put under one cloth and then, so the child can see, put under a second cloth.	Finds a favorite toy when it is moved from under one cloth to under another; the child sees the toy move.
	Finds an object when it has first been put under one cloth and then moved to another. The child does not see the actual movement of the object, but sees the movement of the hand holding the object.	Finds a favorite toy when the toy is held in a hand and the hand put under one cloth and then moved, with the hand still closed, to under a second cloth.

Area To Be Assessed	Behavior in Which the Skill Is Demonstrated	Example
Use of Objects	Performs the same actions on different objects.	Uses a spoon for stirring, in a cup, bowl, or any type of container.
	Performs different actions on the same objects.	Drinks from a cup, stirs in the cup, and pours from the cup.
	Makes one object act on another.	Uses a doll to push a doll carriage.
	Changes the location of an object from one place to another	Moves a toy horse from one barn to another.
Means-End Relationships (The ability to achieve a desired goal by some means)	Holds onto object when placed in hand.	Child holds a toy when given to him or her.
	Grasps an object when own hand and object are in view.	Child reaches for ball when his or her hand is in view.
	Grasps an object when just the object is in view.	Moves hand to grasp a toy that is in view.
	Lets go of an object that he or she is holding in one or both hands to pick up a third object.	Puts down ball or bat in order to pick up cookie.
	Uses an object to obtain a goal.	Climbs onto a chair to get a toy on a high shelf.
	Uses a person to obtain a goal.	Indicates to an adult that he or she wants a toy on a high shelf.

from: Mainstreaming Preschoolers: Children with Speech and Language Impairments, Project Headstart, Dept. of Health, Education and Welfare, Washington, DC 20201.

Checklist for Assessing Speech Sound Production

Sound	Key Words	Average Age of Mastery	Correct	Incorrect	Comments
m	moon, hammer, gum	3			
n	nut, pony, spoon	3			
ng	finger, wing	3			
p	pie, apple, cup	3			
f	face, coffee, leaf	3			
h	hand, dollhouse	3			
w	wagon, sandwich	3			
y	yellow, barnyard	3½			
k	key, cookie, rake	4			
b	bike, baby, tub	4			
d	dog, radio, red	4			
g	girl, wagon, pig	4			
r	rabbit, carrot, car	4			
s	sun, glasses, dress	4½			
sh	shoe, dishes, fish	4½			
ch	chair, matches, watch	4½			
t	top, kitten, foot	6			
th	thumb, bathtub, teeth	6			
v	vase, over, stove	6			
l	lion, pillow, doll	6			
th (voiced)	this, father	7			
z	zoo, scissors, nose, television	7			
j	jump, engine, cage	7			

from: Mainstreaming Preschoolers: Children with Speech and Language Impairments (DHEW Pub. No. OHDS 78-31113) by Jacqueline Liebergott and Aaron Favors, Jr., Project Headstart, U.S. Dept. of Health, Education, and Welfare, Washington, D.C. 20201.

Does the child use language:

	Yes	No
to talk about what he or she does?	____	____
to talk about what others do?	____	____
to talk about something that happened in the past?	____	____
to talk about something that will happen in the future?	____	____
to ask for things?	____	____
to ask someone to do something?	____	____
to get information?	____	____
to get permission?	____	____
to answer questions?	____	____
to talk about his or her positive and negative feelings about him- or herself?	____	____
to talk about his or her positive and negative feelings about others?	____	____
to make others laugh?	____	____
to make childlike jokes?	____	____

from: Mainstreaming Preschoolers: Children with Speech and Language Impairments, Project Headstart, Dept. of Health, Education and Welfare, Washington, DC 20201.

Classroom Speaking Situations

Situation	Observational Notes on Variations in Fluency
Talking to teachers	
Talking to other children in groups	
Talking to strangers	
Talking to one other child	
Talking in a small group	
Talking to the whole class	
Talking to parents	
Talking about feelings	
Reciting well-learned material (like a nursery rhyme)	
Asking questions	
Answering questions	
Telling stories	
Saying particular words	
Talking to animals	
Talking while playing alone with toys	
Talking with others in play situations	

from: Mainstreaming Preschoolers: Children with Speech and Language Impairments, Project Headstart, Dept. of Health, Education and Welfare, Washington, DC 20201.

DO'S AND DON'TS FOR STIMULATING NORMAL LANGUAGE DEVELOPMENT

Do:

Learning language is fun - never a chore
Talk with child in simple sentences
Be patient - listen - give time to express
Set aside time each day to play and talk
Read regularly
Play records and sing songs
Repeat nursery rhymes
Don't understand all pointing to - encourage speech
Praise new words
Help listen to sounds
Give directions as part of play
Take trips to farms, etc. talk about what you see

Don't:

Don't demand speech - encourage it!
Don't bombard with questions
Don't interrupt when talking
Don't be concerned about pronounciation
Don't correct speech
Don't use baby talk
Don't show you are anxious about speech
Don't talk negative about speech when child is present

SAMPLES

Resource Materials for "Structure of Space, Toys, and Equipment"

NURSERIES — PLUS OR MINUS?

Space

Are activities placed where they won't conflict? Are there areas for quiet and active play? Is block area free from traffic? Is doll corner separated by boundaries? Are easels in good light, near water?

Housekeeping Area

Large enough for a number of children? Set up when children arrive? Include stove, sink, refrig., bed, table and chairs, dishes, ironing board, and iron, dolls of different sizes, ages and colors, carriages, telephone, easy-to-manage doll clothes, pots and pans, broom? Dress-up clothes visible? Easy to put on and altered suitably? Dress-up clothes for BOYS? Accessories? Water and suds on request for washing dishes? Towels for drying dishes and babies?

Table activities

Large paper and chalk or crayons? Collage materials? Ample paste and scissors that really cut? Good clay or dough? Lots of it for each child? Variety of utensils? Colored dough, sometimes, to mix and experiment with? Are puzzles complete (discard if not)? Some hard and some simple?

Painting

Large paper? Big brushes? Several colors? Smocks or aprons? Water nearby? Sponges? A place to dry the paintings? Names on all? Happy, relaxed air in painting corner? Reasonable sloppiness allowed? Not too much emphasis on cleaning up? Finger-painting? Sponge? Spatter? Other kinds of experiments? Can children paint as long as they wish, especially after a wait?

Blocks

Indoor and out--plenty of them? Boards, trucks, trains, people to combine with them?

Large Muscle Equipment

Sturdy and safe? Does it provide many different uses? Props to augment play? (Punch and tickets for train, etc.?)

Music

Variety of experiences? Record player? Piano? Other instruments? Music of high quality? Both quiet and gay? Visits from other musicians? Songs? Holidays? Children help to create songs? Suggest what they'd like? Space for rhythms and dancing? Rhythm instruments for all? Music brought into other parts of program (i.e., clean-up songs, good-bye songs, singing with certain stories, etc.)?

Nurseries — Plus or Minus?

Books

Lots of them? In good repair? Private places for children to be comfortable while looking at books? Attractive shelves to display books? A few colorful books open on table? Books for special uses? May books be borrowed and shared? Are books sometimes correlated with other activities?

Program

Largest amount of time for self-directed play? Only a few times during session when all children are doing same thing? "Escape hatches" for children who do not want to participate? Smooth unhurried transitions? Relaxed unhurried atmosphere? Good relationships between mothers and teachers?

prepared by: Georgiana Feeney, Scripps College, Claremont, CA.

A Classroom Checklist

Block Corner

- low shelves
- large hollow blocks
- smaller geometric blocks
- boards
- large ride-on trucks
- wooden barn or house
- wooden or rubber animals
- small cars and trucks

Doll Corner

- dolls
- stove
- refrigerator
- sink
- doll bed(s) and carriage
- small chest or dresser
- table and four chairs
- dress-up clothes, hats, and shoes
- doll clothes
- toy telephone(s)
- kitchen utensils and dishes
- small broom, sponges, towels

Rug or Circle

- book rack
- lighting
- teacher's chair

Science Corner

- low table
- shelves
- animal cages and/or bowls
- magnifying glass and other science equipment

Painting Area

- easels
- washable flooring
- rack or wire for hanging pictures

Woodworking Area

- workbench with vise log
- hammers, saws, screwdriver
- nails, screws
- wood

Miscellaneous

- large tables and chairs
- high shelving or cabinets
- phonograph
- shelving for table work supplies
- piano
- sink

Teacher Supplies

- scissors
- pen
- transparent tape
- first-aid kit
- stapler
- felt pens (black, red)
- straight pins
- hole puncher

prepared by: Charlene Keller, Scripps College, Claremont, CA.

A Playground Checklist

Permanent, Immobile Equipment

large, wooden jungle gym
covered sandbox
three or four rubber saddle swings
low slide
playhouse
steps
ramp
spring-type rocking horses

Mobile Equipment

tricycles in varying sizes
pedal cars
wagons
wheelbarrows
small cars and trucks
buckets
shovels
sand dishes
paintbrushes
jumping board
balance board
boards of varying lengths
sawhorses
brooms
balls
snow shovels
sleds
wading pool
rocking boat
punching bag
doll carriages
rakes

prepared by: Charlene Keller, Scripps College, Claremont, CA.

PLANNING YOUR PLAY EQUIPMENT

Age Group	Block and Dramatic Play	Large Muscle Equipment	Housekeeping
6 mo.-1 yr.	Foam blocks Soft animals		Soft dolls
1 yr.-2 yr.		Toddler stairs Driving bench Large foam blocks Toddler barrel Tire swing	Add: Doll bed Doll blankets Doll mattress Unbreakable doll Wooden telephone
2 yr.-3 yr.	Add: Unit blocks Wooden figures	Add: Doll wagon Hollow blocks Rocking boat Small size jungle gym Simple climber & slide Tricycle	Add: Simple doll clothes Doll carriage Childsize furniture: sink, stove, etc., pots & pans Aprons
3-yr. olds	Add: Doll house, small dolls, furniture	Add: Walking board Large wooden nesting boxes Scooter	Add: Ironing board, iron Rocking chair Broom, dustpan
4-yr. olds	Add: Puppets Puppet theater More Unit Blocks	Add: Planks Wheelbarrow Swings Slide Shovel, pail & rake Triangle set Coaster wagon Larger Climber and Slide	Add: Chest of drawers Washbasin Clothesline & pins Basket Aprons, ties, etc. Childsize bed, cradle, carriage, wardrobe
5-yr. olds	Add: Derrick	Add: Balls Roller Skates	Add: Indian Tepee

The above should be viewed as happy possibilities. You yourself decide each item to fit your available space and the particular circumstances of each of your children.

PLANNING YOUR PLAY EQUIPMENT (continued)

Age Group	Transportation	Creative Art and Books	Classroom Furnishings	Miscellaneous
6 mo.-1 yr.	6-Toddler Wagon Stroller		Infant Seat Crib	Soft ball Cradle gym Mobiles Standard crib & mattress Music boxes
1 yr.-2 yr.	Add: Small solid cars Ride-a-stride Animals Cars & trains for pushing	Large crayons Hard books Cloth books Records Record player	Add: Clothing lockers Storage shelves	Add: Stacking & nesting toys Pull toys Stacking cones Peg boards
2 yr.-3 yr.	Add: Tractor & trailer Kiddie car Big car & trucks for hauling & riding	Add: Books	Add: Bookcase Block cart Play table & chairs	Add: Simple puzzles Large wooden threading beads Small cots Rest mat Rest mat cover sheet
3-yr. olds	Add: Airplanes	Add: Easels Paints Brushes Blunt scissors	Add: Work & library tables & chairs Sand & water play table	Add: Wooden puzzles Portable screens (room dividers) Cots Plants
4-yr. olds	Add: Riding train	Add: Clay	Add: Storage cart Work & library tables & chairs Chalk, peg & bulletin boards	Add: Aquarium Pets
5-yr. olds			Add: Woodworking bench Tool cabinet Tools	Add: Giant dominoes Construction set

The above should be viewed as happy possibilities. You yourself decide each item to fit your available space and the particular circumstances of each of your children.

from: "Criteria for Selecting Play Equipment for Early Childhood Education" (pp. 36-37), Community Playthings, Rifton, NY 12471.

SAMPLES

Additional Resources

WASHINGTON COUNTY PRESCHOOL PROJECT

Language Development in Preschoolers

Introduction

The purpose of this manual is to present a variety of suggestions and activities for language development in young children. The activities are designed to be integrated into the home or regular nursery program.

Very simply stated, language is divided into three main areas:

1. Reception (receiving information)
2. Comprehension (understanding, organising information)
3. Expression (verbal (speech) and manual)

Each of these is further broken down into a variety of skills. Some of the skills are more apparent than others. But all are important. A child may display difficulty in any one or combination of these skills.

Language is acquired through the auditory, visual and tactile modes. Before beginning a language program it is important to be aware of any hearing or vision problems. The child who is not hearing well will not be able to receive and process auditory information as well as a normal hearing child. This difficulty with hearing may display itself as a speech problem. Also, if a child's speech is unintelligible it may indicate a breakdown in one of the basic skills (reception, memory, discrimination, etc.). Simply correcting a child's mispronounciations and teaching him to say isolated sounds such as "d" in door, "y" in yellow, etc. may not be useful in clearing his speech if no attention is paid to the area of breakdown.

In many preschoolers with speech and language delays the development of these skills should be stressed prior to and then again in conjunction with more formal articulation therapy.

For the preschooler whose language is developing well these activities and variations can be used to strengthen skills and provide a well-rounded language development program.

Specific Suggestions Regarding Speech

1. Try to attach a pleasurable feeling to speech. For many children, attempting to speak has been associated with failure. Reward the child's attempts to speak. Let him know you are glad he is trying even though every word is not clear.

2. Reward speech attempts but don't punish for the lack of them. If a word attempt is inaccurate, don't say "No....it isn't cop it's soup." Rather show your approval for the attempt and repeat the word correctly. Children learn to speak by comparing their words with yours. When you tell a child he is wrong, he may hear nothing else and soon come to think that speaking is difficult and something he doesn't do well.

3. Gesture Communication Can Be A Problem. Should you encourage a child who won't speak to use gestures? Probably not. It may be best to find some means of verbal communication and to demand of the child whatever he is capable of saying. A poorly articulated, "I want a drink of water," is far better than a finger pointed toward the sink. Just as it is best not to force a child to talk, it is also a mistake to anticipate his needs - thus putting no positive value on learning to talk.

4. Speak to the child often. Do this through reading stories, conversations, singing songs. The more exposure a child has to the language the easier it is to learn it.

General Suggestions for Activities

1. Attention Use a variety of techniques to get the child to look at the speaker. Say "Wait" then wait for the child to look up at your face before talking to him. An element of surprise or suspense can provide the initial spark (e.g. Guess who's hiding in this box?) Puppets are helpful so is whispering.

2. Stoop to the child's level. It is easier for him to look straight ahead then up.

3. If the child comes to you and gestures for you to do something, such as, "Open the box," wait for him to look at you before proceeding. You want the child to learn that he is rewarded when he looks.

4. Speak in short phrases with simple grammar. Repeat the phrases many times under different circumstances.

5. Give the child your full attention whenever possible. Don't interrupt the child's speech attempts. At times this is difficult but set rules so the child doesn't feel he has to hurry to finish before someone else takes the floor.

6. Have all necessary materials for the activity close at hand. Preschoolers lose interest quickly.

7. Use a multi-modal approach. That is, present new material through the auditory, visual and tactile channels, whenever possible. (e.g. To teach the word "cow". Have available a picture and a toy cow. Say the word and have the child repeat it. (Auditory) Let him play with the toy. (Tactile) Show the picture of a cow. (Visual) Point out cows when riding in the car.

8. Reinforce new information by doing a similar follow-up activity the next day or next visit.

SAMPLE ACTIVITIES

Auditory reception: receiving information through hearing

1. Materials: Crayons and paper
   Activity: During the day especially in a quiet period, encourage the child to listen to the different sounds (refrigerator, birds, heat clicking on, water dripping, etc.) Describe the sounds (loud, soft, etc.) Imitate the sound. Draw a picture of each of the sounds heard and make a booklet. Do this activity often.
   Variation: Listen to a specific sound. Have the child find the picture that goes with it.

2. Materials: Toy telephones
   Activity: Demonstrate calling a friend on the phone. Then say "My name is _____." Continue to pretend conversation. Let the child have a turn. Follow-up by asking "What is your name?" Encourage the child to answer in a complete sentence, "My name is _____."

3. Materials: None
   Activity: Explain to the child that you will be saying some things you want him to do. Give one command at a time. Assist the child in following through if necessary. (e.g. Stand up. Clap your hands. Touch your nose. Walk to the door. Give me the crayon. etc.)

4. Materials: Shoe box, household objects (cup, pencil, book, paper, shoe, etc.), old magazines.
   Activity: Vocabulary building. Present each item one at a time, say its name. Have the child repeat after you. Don't expect perfect pronounciation immediately. After all objects have been named have the child give you back each item as you request it. (e.g. Give me the shoe, etc.)
   Variation: Keep the box handy. Vary the items. Once the child has learned the names of a few things let him take the role of asking for the objects back. Pictures can also be used. Include many categories: animals, toys, clothes, foods, people, transportation, furniture, etc. A picture booklet can be made for each category.

5. Materials: Drum or oatmeal box and wooden spoon.
   Activity: Demonstrate tapping the drum very slowly and walk to the tempo. Then tap quickly and walk rapidly. Have the child do this. Vary the tempo often once the child understands.

6. Materials: None
   Activity: Tell the child you will be reading some sentences. Have him tell why each one is silly and explain how it should be.
   Examples: When I want to watch TV, I turn on the faucet.

   My mother baked a cake in the refrigerator today.

   If it's cold and snowy outside, I wear my bathing suit.

   I cut my meat with a spoon.

   (use your imagination to think of some others)

Visual reception: receiving information by seeing

1. Materials: None
   Activity: Imitating simple gestures. Explain that you want the child to do exactly what you do. Use no words or auditory cues. (ex. clapping, tapping knees, walking around the room, simple obstacle course outside, hopping, jumping, etc.)

2. Materials: Lotto games or toys with corresponding pictures for matching (e.g. ball with a picture of one)
   Activity: Demonstrate matching one picture at a time. Have the child do likewise.
   Variation: Home made lotto games are good. Put no more than 6 pictures on a card. Use a variety of lotto games. (objects, colors, shapes, designs, etc.)

3. Materials: Box, action pictures
   Activity: Explain to the child that you will take one picture from the box to look at. Then without showing the picture to him perform the action. (ex. brushing teeth) The child then has to say what you are doing. Give the child a turn. Remind him not to show the picture and not to use any words.

Tactile Reception: Receiving information by touch. *Note: Some children become very anxious when they cannot see what they are touching. Progress slowly with these activities if necessary.

1. Materials: Drawstring bag, textured items (cotton, sand paper, rock, paper clip, wooden clothespin, etc.)
   Activity: Put two items in the bag. Have the child put his hand in without peeking. Name one of the items in the bag. Have him give it to you.
   Variation: Without naming the item first encourage the child to guess what's in the bag.

2. Materials: Tactile lotto. Drawstring bag. Use a piece of cardboard and glue on various textures. A matching set of textures will be needed.
   Activity: Have the child choose which texture on the board he wants to match. Put 2 or 3 textures in the bag. Have him choose the one which matches. Stress no peeking.

3. Materials: Blindfold, box of clothing (hats, shoes, mittens, sweater, etc.)
   Activity: Demonstrate by putting on the blindfold. Explain that you will put out something to wear and by feeling it be able to name it and say where it should go. (ex. hat - head) Give the child a turn. Encourage him to put the item on if he wants to.

Auditory Discrimination: To determine the difference(s) between sounds heard.

1. Materials: Familiar objects that make a noise - (keys, comb, paper, fan, vacuum, etc.)
   Activity: Stand behind a door, barrier, or covered table and make sounds with the objects. Ask the child to identify the sound unseen.

2. Materials: Large bag, toy animals, or pictures of animals.
   Activity: Hold the animal in front of the child. Identify by name and then make the sound it makes. Have the child repeat the sound. Put the animals in the bag. Encourage the child to pull out an animal and imitate the sound it makes.

3. Materials: Rhythmical instruments (bells, whistle, drum, maracas, etc.) Two sets - one for the child one for you.
   Activity: Play an instrument. Have the child imitate. Then play an instrument behind a screen or door. Again the child should imitate. Play a couple of instruments. See if the child can imitate the correct order.

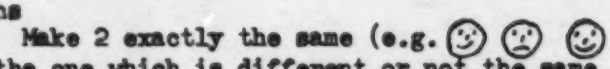
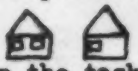
4. Materials: None
   Activity: Ask the child to close his eyes and listen as you clap several times. Have the child repeat what he heard. Begin with simple claps (e.g. 3 slow claps) and progress to combination claps. (e.g. 2 fast, 3 slow)

5. Materials: Pictures of words beginning with a specific sound (e.g. "b" ball, baby, bird, etc.)
   Activity: Present each picture, have the child name them. Work on the beginning sound at first. Don't be too concerned with mispronounciations of endings. Have the child watch your mouth when you say "b". A mirror is helpful so he can see his mouth in comparison to yours.
   Variation: Once the "b" sound has been mastered at the beginning of a word, show pictures beginning with another sound (ex. "m" milk, mother) see if he can choose out of three pictures (bird, milk, ball) which one doesn't belong.

   **The goal is to help the child hear the differences of sounds at the beginning of words. Progress slowly. Do not present too many sounds at once or the child will be confused. Certain sounds are easier to learn than others. Start with the simplest sounds. (m,p,d,b). It takes a good six to seven years for a normal child to master all the sounds and combinations of sounds in the English language. A sheet entitled (Checklist for Assessing Speech Sound Production" is included for you to refer to for the average age of mastery of a given sound. If a child is having a lot of difficulty with discriminating sounds, consult a professional.

Visual Discrimination: To determine the difference between two or more items (pictures) seen. Very important pre-reading skill. Games involving matching and sorting or classification stress discrimination.

1. Materials: Silverware (forks, spoons, etc.)
   Activity: Have the child sort each piece into its correct compartment.
   Variations: sorting socks, buttons (color, size, etc.) family pictures - find all the pictures with mommy or any one person in them.

2. Materials: Paper, crayons
Activity: Draw 3 faces. Make 2 exactly the same (e.g. )
Have the child identify the one which is different or not the same.
Variation: Draw 2 pictures which are similar. Leave out something on one of them. (e.g. ) the child must say what is missing and draw it in. Keep the task simple at first. Start with pictures and progress through colors, shapes, size, designs in that order. Black and white lines are often more difficult than other color combinations.

Auditory Association: How well does the child organize information heard?

1. Materials: Tape recorder, tape of familiar voices.
Activity: Play a portion of the tape. Ask the child to identify who the speaker is.

2. Materials: None
Activity: Imitate an animal sound (e.g. Meow). Have the child identify which animal makes that sound.

3. Materials: None
Activity: Explain that you will not be giving any gestures or hints. Have the child complete sentences such as...

I wear shoes on my feet.
Daddy drives to work in a car.
I sleep in a bed.

Vary this task by using simple riddles such as...

It grows very tall. Its trunk is brown. The leaves are green. What is it? tree

We have some in the refrigerator. They're yellow and good to eat. You have to peel them first. banana

Visual Association: How well does the child organize information seen?

1. Materials: Things that go together. Examples: paper and crayons, shoe and sock, cup and saucer, candle and holder, comb and brush, etc. Pictures can be used instead of objects.
Activity: Put all the objects on a table. Let the child match them according to association. Talk about each pair.
Variation: A much simpler activity would be (using clothing) having the child name each item (shoe, sock, etc.) and tell where it goes.

** Cooking experiences can stress visual association. Example: Ask the child to find something you can measure with, stir with, pour into, etc.

** Also when sorting laundry. Ask the child whose socks? Whose shirt? etc.

Visual and auditory association skills help a child form relationships when learning new information. We use these skills in many situations.

Auditory Memory or Recall: To remember what is heard. Important prereading skill. A child must remember the correct sound each letter makes when he attempts to read the word c-a-t. To develop this skill we begin with the simplest task and progress to more complex.

1. Materials: None
   Activity: Present the child with a variety of one-step commands. Have him do each one after hearing it only once. This is best to do with no distractions present. Examples - clap, stand up, bring me a spoon. Start with one command. Progress to two and three combinations gradually. Try not to give any visual signs such as gesturing unless it's necessary at first.

   2-step: Stand up, walk to the door. Go to the closet, bring me the broom. Walk around the chair, sit down.

   3-step: Walk upstairs, get your socks, put them in the hamper.
   Put your coat on, go outside, call your brother.

2. Materials: None
   Activity: Repetition of words. Say two words. Have the child repeat them. Concentrate on his remembering them not on correct pronunciation. Progress gradually to three and four word combinations. (shoe, cup, balloon) etc.
   Variation: Simple songs and nursery rhymes. Say them often. Have the child repeat them. All of these stress auditory memory.

Visual Memory: Remembering what is seen. Also important prereading skill.

1. Materials: None
   Activity: After a walk or shopping trip ask the child to tell you all the things he saw. Do this for any excursion.
   Variation: When outside, on a walk, at the beach, etc. bring a paper bag along to collect treasures. Upon arriving home see if the child can remember what's in the bag before opening it.

** You can do this activity and also ask the child what he heard and what he touched.

2. Materials: Toys, pictures, household items.
   Activity: Put out two things on a table. Have the child name them. Tell him to close his eyes while you take one away. See if he can remember what's missing. Progress to using three and four objects or toys when he's ready.
   Variation: Remembering in a sequence. Starting from left to right put out three pictures. Take them away and mix them up. Have the child put them out in the same order. It's fun to do this and attach a short story to each picture at the same time.

Expression: To reveal ideas, feelings, etc. through either verbal (speech) or manual (gestures) output.

Verbal Expression:

1. Materials: Situation pictures (circus, school, children playing, etc.)
   Activity: Present the picture. Encourage the child to tell you as much as he can about it.
   Variation: If the child is only naming things in the picture try to get him to use some action verbs and full sentences. (e.g. the boys are kicking the ball.)
   Story books are helpful. Have the child tell the story to you. Encourage him to use his imagination.

2. Materials: Table, chair, any available furniture. Puppets or dolls.
   Activity: The focus is on vocabulary building. Stress action words such as.... run, walk, hop, sit, eat, jump, etc. Using one of the puppets have it "walk on the table." Ask the child what the puppet is doing. Encourage him to say - The puppet is walking on the table. The goal here is giving the child a variety of model sentences to use.
   Variation: Stress position words such as (in, on, under, around, etc.) Demonstrate walking around the chair. Have the child imitate and say "I'm walking around the chair." Do likewise for other prepositions.

** Verbal expression is an ongoing skill. Assist the child with this whenever there's an opportunity.

Manual Expression: Movement (running, dance, etc.) music and art are all forms of manual expression. They provide alternative channels of expression when words just won't do.

1. Materials: None
   Activity: Pantomime. Explain to the child that you want him to pretend he is doing something (such as brushing his teeth). He cannot tell what he is doing. You will try to guess.
   Variation: Have pictures of actions that a child could imitate. Let him choose one. Remind him not to let you see it.

   All children should be exposed to various kinds of manual expression. They also should be encouraged to use these alternatives (movement, art, music)

** The overall goal of a language development program is to assist the child in reaching a level where speaking and expression are automatic. When this occurs the child's best energies can be channeled into higher processes of thought instead of having to struggle with expressing himself clearly.

Kathleen Keefe
Education Consultant
April 1979

SUGGESTED ACTIVITIES FOR THE LANGUAGE DEVELOPMENT OF THE PRESCHOOL CHILD

Hide pictures of animals (or familiar objects that make sounds) from the sight of all children. Let each child choose a picture and without showing it to the others make the sound of the animal (or familiar object). Have the other children guess what the animal or familiar sound is.

On a tape, make many animal or familiar sounds. Encourage the children to identify the sound as they listen to the tape at a Listening Center.

Blindfold one child. Let another child make a sound. Have the blindfolded child identify what makes the sound.

Clap hands in 4/4 rhythm, placing emphasis on the first and third beat. Have children clap with the teacher saying, "LOUD, soft, LOUD, soft", as they clap. Change loud and soft beats, i.e., LOUD, soft, soft, having children tell which beats are loud and soft.

Use the sentence, "These are my toys". Say it stressing a different word each time. Have child repeat the sentence stressing the same word the teacher stresses. Use additional sentences for further practice. Examples: "My dog likes you." "This orange tastes sour." "We like all the children in our room."

Through many experiences in hearing and repeating stressed words, children will begin to understand that changes in stress change meaning.

A story that would take 5-10 minutes to read: Whistle for Willie - Ezra Jack Keats.

A story that would take 10-20 minutes to read: Mike Mulligan and His Steam Shovel - Virginia Lee Burton.

The teacher shows the children how to handle a book. Look from front to back (right side up). Do not throw, stand on, or chew. Each page has a purpose which is explained to the children. After a story is completed ask questions, such as: "What were the names of _____?" "Why was something done?" "If they were walking in the snow, how might their journey have been different?" "Was Curious George a naughty monkey who didn't know right from wrong?" "Do you think curiousity could get you into trouble? Why?" *

*These are based on Benjamin Bloom's taxonomy of the cognitive domain.

Tell a silly story. Start with a teacher-given sentence,i.e.: a brown bear sat in his living room reading a newspaper. Encourage children to add a sentence about the story.

Initiate a conversation about a subject that has a high level of interest for the children. Record their conversations on an experience chart noting their name before their contributions to the conversation.

Tell the children to listen while you say two lines from a familiar nursery rhyme. Call attention to the two words which rhyme and let the children hear how they sound alike. Let the children repeat the words. Examples: Jack Sprat could eat no fat. Ding Dong Bell, Pussy's in the well.

Provide many opportunities for the children to fill in the missing word in both familiar and unfamiliar rhymes. Rhyming phrases such as: The pillow on my bed, Is soft and fluffy for my head.

Help the children make up their own second lines for rhyming phrases.

Glue two pictures which rhyme on one piece of paper. Cut the pictures apart so they form a puzzle of two pieces.

Provide a box of familiar objects that when paired, rhyme.

Ask children to answer riddles with a word which rhymes with the word you say. Keep this a fun exercise, using it to reinforce the recognition of rhyming words. Examples:

I rhyme with sled.
You sleep on me.
What am I? (bed)

I rhyme with see.
A cat can climb me.
What am I? (tree)

I rhyme with goat.
You wear me.
What am I? (coat)

I rhyme with town.
You see me in the circus.
What am I? (clown)

With a group of 3 or 4 children, discuss: a story, a rock, a picture, a pet.

Let the children select an object in the room to bring to the group to discuss.

Select a picture that shows two different kinds of animals that seem to be conversing. Discuss the kinds of things the animals could be telling one another. Examples: A dog and bird could be talking about how each is able to go from place to place, what each likes to eat, who their friends are, and where they live.

Invite two children to play the roles of the two animals. Ask questions to elicit conversation, if they are needed. Examples: "Pretend you are the cute little puppy." "Pretend you are the pretty blue bird." "What will you tell one another about yourself?" "How will you show each other you want to be friends?" "What can you do?"

Play "Telephone" with 3 or 4 children to see if the last sentence is the same as the first sentence. (Increasing group size to 6 or 7).

Have several children put their chairs in a circle or semi-circle. Whisper a message to one child (Mary). Have Mary "deliver" the message to another child in the group. (Many of the messages can involve what to do to or with the chair).

Let the children make up their own messages to "deliver."

Let the children record messages for each other.

The teacher may need to start these activities by giving the first messages to be repeated and/or relayed.

Use an experience chart to record all the words the children use to describe an object. Begin by using familiar objects and then use objects the children may never have seen before.

Describe different classes of objects by using pictures of several fruits, animals, people, etc. Encourage the children to make generalized description as well as specific ones.

Take the children to a place outside the classroom (on the lawn, to the school office, on the playground, to the school kitchen, etc.). Help them to describe what they see.

Assemble a "junk box." Blindfold the children one at a time and let them take something out of the "junk box." Before removing the blindfold, have the children describe how the object feels and smells. Then remove the blindfold and describe how the object looks. Variation: A "junk box" of things to be described while blindfolded, by their taste.

Many commercial pictures are available for story-sequencing. Use them in a variety of ways. Put several sets out on: the chalkboard, the flannel board, the chart rack, a peg board (held on by golf tees), a table in a box, with boards to place the story on.

Hand the sequence cards out, one card per child. Let the children seat themselves so that the story is in the correct sequence. (This can also be done standing up).

Children with the teacher do the animated story of The Bear Hunt. Any interpretation that is applicable is acceptable.

An adult tells the story. Children act out using bodies, but not voices. Almost any number of children can be any one part. Teacher fills in missing one if necessary. Later the children will want to act and talk. Let them make up their own dialogue. Play with a script and parts to be learned is completely inappropriate.

Using any situation or story that is familiar, help the children mimic appropriate dialogue. Keeping the group small (2-3) will keep the interest level high.

Using any situation or story that is familiar, encourage the children to invent their own dialogue to retell the event or story.

Help several children dramatize a favorite fingerplay or poem for the rest of the class.

Help several children put on a play for the class. (Use a variety of methods, i.e., puppets, themselves, character boards, narrator, actors).

Act out story sequence cards.

Cut many and varied pictures from magazines and other sources. Let the children choose a picture and tell a story about it. The pictures can be pasted or stapled to paper large enough to leave room for writing the story.

Use supplied pictures that would suggest: stories using conversations, stories about make-believe, stories about animals, stories about people, stories about machines.

Have the children draw their own picture and tell a story about it. Variations: put out 2 or 3 colors to draw with (crayons, chalk, paint), put out 1 color to draw with, use colored paper to draw on, cut the drawing paper into different shapes (write the story around the edge of the paper).

Read Harold and the Purple Crayon, to the children. Let them color their own trip. Have the children dictate "where they went."

Present nonsense rhymes first, so that the child sees in his own mind the images the words are producing. Find poems with melody and movement as well as words with interesting sounds, that are fun to say and play with. Nonsense rhymes, with their humor based on absurdity, lead easily into humorous verse. Children become accustomed to listening closely as this is the only way they'll understand the humor of the verse. From here you move on to listening to more serious poetry.

THE MOON'S THE NORTH WIND'S COOKY

The Moon's the North Wind's Cooky
He bites it day by day.
Until there's but a rain of scraps
That crumble all away.

The South Wind is a baker,
He kneads clouds in his den,
And bakes a crisp new moon that ... greedy
North .. Wind .. eats .. again.
Vachel Lindsay

THE HORSES OF THE SEA

The horses of the sea,
Rear a foaming crest,
But the horses of the land
Serve us the best.

The horses of the land
Munch corn and clover,
While the foaming sea-horses
Toss and turn over.
Christina Rossetti

Materials: Cans with plastic lids or covered with aluminum foil held on with rubber bands. Dried beans, rice, nuts, sugar or salt, macaroni, dried thyme, basil or other spice, dried split peas. Other varieties may be used to make finer distinctions between sounds. Tray to hold cans.

Procedure: Make two cans each of the above substances. Mark the cans with matching numbers, small enough so children do not match by numbers. Put one can of each kind on the tray. Let each child choose a can and shake it to hear the sound. Without teacher comment, see if the children will hear sound differences between their can and the ones chosen by the other children. Put the matching cans on the tray. Let the children shake and match the sounds. Now let all of the children shake both of their cans at once. See who will recognize that the sound made together was loud. Ask the children to find the one who has the can that makes the softest or quietest noise. Repeat to find the can that makes the loudest noise. Continue with three cans for each child to find a finer distinction between sounds. Variations: You can also illustrate sound differences by putting the same substances in different containers, such as plastic dishes or cardboard boxes.

SOUNDS

Wherever I go I hear different sounds —
loud sounds and quiet sounds,
long sounds and short sounds,
high sounds and low sounds,
harsh sounds and musical sounds,
I hear squeaks and creaks and bangs and clangs;
jingles and jangles and pitters and patters;
tootles and tweetles and rattles and clatters;
boos and moos and cock-a-doodle-doos.
by Helen Borten

Let the children complete a compound sentence. Example: I went to the circus and I saw _____. (They should repeat the whole sentence). The dog is brown, but the cat is _____. You can walk to school, or you can _____.

Let the children supply the descriptive words for a sentence. Example: The dog is _____ and fat. My shoes are _____. My cat has _____.

Take a describing walk. Describe everything you see in terms of one of the following: color, size, shape, ownership.

On your next walk, describe in more than one way.

Take a describing walk. When you return make an experience chart of all the sentences that describe what you have seen.

Place a set of specific objects on a table. Use riddles to elicit answers from the children. Example: ball, truck, hat, etc.

Question: "I bounce and sometimes you kick me."

Be sure the answers conform to the evaluation of this objective.

Answer: "You're a ball." (You're a red and green ball.")

Play singing "Question and Asnwer" game (any object will do).

Example: Question: "Do you see the door?"
Answer: "I see the (brown) door."

Activities above may be used with all of the familiar objects in the room.

Jefferson County Public Schools, 1209 Quail Street, Lakewood, Colorado, 80215, 1975. Pages D1-D12.

Preschool Group Language Checklist
Trainer Feedback

Site of Training:
Persons Present (and their job title):

Date:

1. Briefly describe the strengths of this situation:

2. Demand the weaknesses of this situation:

3. In what area did you provide training?

4. What was the staff's plan?

5. What is your plan for follow-up?

6. Was the checklist useful in evaluating this situation?

7. Were you comfortable conducting this workshop? Please explain your answer:

8. Do you feel the training will bring any change to this situation?
   Explain your answer:

Complete questions on reverse side if necessary.
Thank you.

Preschool Group Evaluation Checklist: Looking at How Language is Encouraged

developed by staff of the Washington County Children's Program & their Outreach Project

The Preschool Group Evaluation Checklist was designed as a training tool to improve services to language delayed preschoolers. Although we were originally a home visit program, we became impressed with the amount of progress language delayed children make when they are in a group of preschoolers. This progress is particularly impressive when the teacher is sensitive to the child's needs and his/her own role in meeting those needs.

Evaluators using the checklist should have experience in preschool classrooms and knowledge of child development. We recommend a training session to familiarize evaluators with the form. In our program, we used films of classrooms to practice using our checklist.

This checklist looks at all aspects of a preschool classroom that relate to language development. The evaluator, through observation and interview with the teacher, gathers the necessary information to evaluate the situation.*

We recommend the evaluator 1) observe a complete session, 2) allow time to ask questions on items not observed, and 3) give the teacher feedback.

Feedback should begin with what the teacher is already doing to encourage language development, while suggestions for improvement follow. It may be useful to make these comments in relation to the needs of a particular child.

Finally, if time allows, write the school a report and/or make a follow up visit.

*Although we use the term "teacher", the checklist is useful with any adult who is working with a group of children.

Washington County Children's Program

Preschool Group Evaluation Checklist:
Looking at How Language is Encouraged

Name of Group _____ Town _____

Number of Children _____ Names & Job Titles of Adults:

Ages of Children _____ _____

Date _____

KEY: 1. Needs No Improvement; 2. Acceptable; 3. Needs Improvement; 4. Critical Needs for Improvement; 5. Non-Existent

	1	2	3	4	5
I. Role of Adult					
A. Adult stimulates language in children through:					
1. Materials and activities					
a. field trips					
b. pictures					
c. books					
d. circle time with child participation					
e. music					
f. special group projects					
g. joining dramatic play					
COMMENTS:					
2. Verbal interaction					
a. listening					
b. building on child initiated conversation					

	1	2	3	4	5
c. modeling appropriate - vocabulary - sentence length - sentence structure					
d. open-ended questions					
e. verbal reinforcement for language use					
f. appropriate volume					
g. sharing feelings verbally					
h. encouraging children to verbalize feelings					
i. communicating at children's eye level					
j. warm physical contact with children when communicating					

COMMENTS:

B. Adult's philosophy

1. Has written goals for children's language development					
2. Perceives play as important to learning					

COMMENTS:

	1	2	3	4	5
II. Role of Children:					
A. Children have appropriate opportunities to:					
1. Choose activities independently					
2. Settle their own disputes					
3. Initiate conversation					
4. Make believe					
5. Express needs verbally					
6. Assume responsibility for:					
a. clean-up					
b. snack time					
c. dressing					
d. toileting					
e. other:					
7. Listen and observe					
8. Participate in planning activities					
9. Be alone					
COMMENTS:					
III. Structure of Space:					
A. Size of space appropriate to number of children					
B. Variety of activity areas					

	1	2	3	4	5
C. Comfortable (heat, light, floor, etc.)					
D. Outdoor space					
E. Display of toys and equipment					
COMMENTS:					
IV. Structure of Time:					
A. Daily routine					
B. Variety of activities:					
1. Free play					
2. Out-door play					
3. Snack					
4. Quiet time (if appropriate)					
5. Organized group time (story, music, game)					
C. Appropriate closure to activities					
D. Planned transition time					
1. Allow enough time					
2. Prepare children for change					
3. Respect children's need to finish activities later					
4. Adult sees transition as a learning time					
COMMENTS:					

v. Toys and Equipment:

	1	2	3	4	5
A. Age appropriate					
B. Toys allow for imaginative play:					
1. Dress-up and house					
2. Blocks					
3. Puppets					
4. Playdough					
5. Art materials					
6. Outdoor equipment					
C. Children taught respect for materials					
D. Toys provide variety of choices for children (large and small motor)					
E. Safe equipment					

COMMENTS: